

Lead with Languages



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<http://actflregionalworkshop.wikispaces.com>

Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action.

Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences.

Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world.

This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences.

The Need for Global Competence:

Global competence is vital to successful interactions among diverse groups of people locally, nationally, and internationally. This diversity continues to grow as people move from city to city and country to country. The need to communicate with someone of a different language or culture may arise at any time;

knowing more than one language prepares one to know how, when, and why to say what to whom.

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Need in the global economy

Need in diplomacy/defense

Need in global problem-solving

Need in diverse communities

Need in personal growth and development

Global competence adds value to our economy



What skills are in demand?

According to Michael Eskew, CEO of UPS:

- Trade literate (21st century economics)
- Sensitive to foreign cultures
(cultural awareness, adaptability, and diplomacy)
- Conversant in different languages
- Technology savvy
- Capable of managing complexity
(being creative; knowing how to learn)
- Ethical

Committee for Economic Development

*Education for Global Leadership:
The Importance of International Studies and
Foreign Language Education for U.S. Economic
and National Security*

*“America’s continued global leadership will
depend on our students’ abilities to interact
with **the world community both inside and
outside our borders.**”*

<http://www.ced.org> (2006)

Global competence adds value to our diplomacy/defense



US Defense Department: Defense Language Transformation Roadmap

- for officers and for enlisted ranks
- identify language assets
- recognize need for understanding of other cultures

(2005)

<http://www.defenselink.mil/news/Mar2005/d20050330roadmap.pdf>

National Security Language Initiative

- Incentives to teach critical need languages K-20
- Scholarships for high school students to study abroad (NSLI-Youth)
- STARTALK
 - Summer Programs: Teachers and Students
- Language Flagship Programs

(2006)

<http://www.ed.gov/about/inits/ed/competitiveness/nsli/index.html>

Language Flagship Programs

Seeks to graduate students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in languages critical to U.S. competitiveness and security.

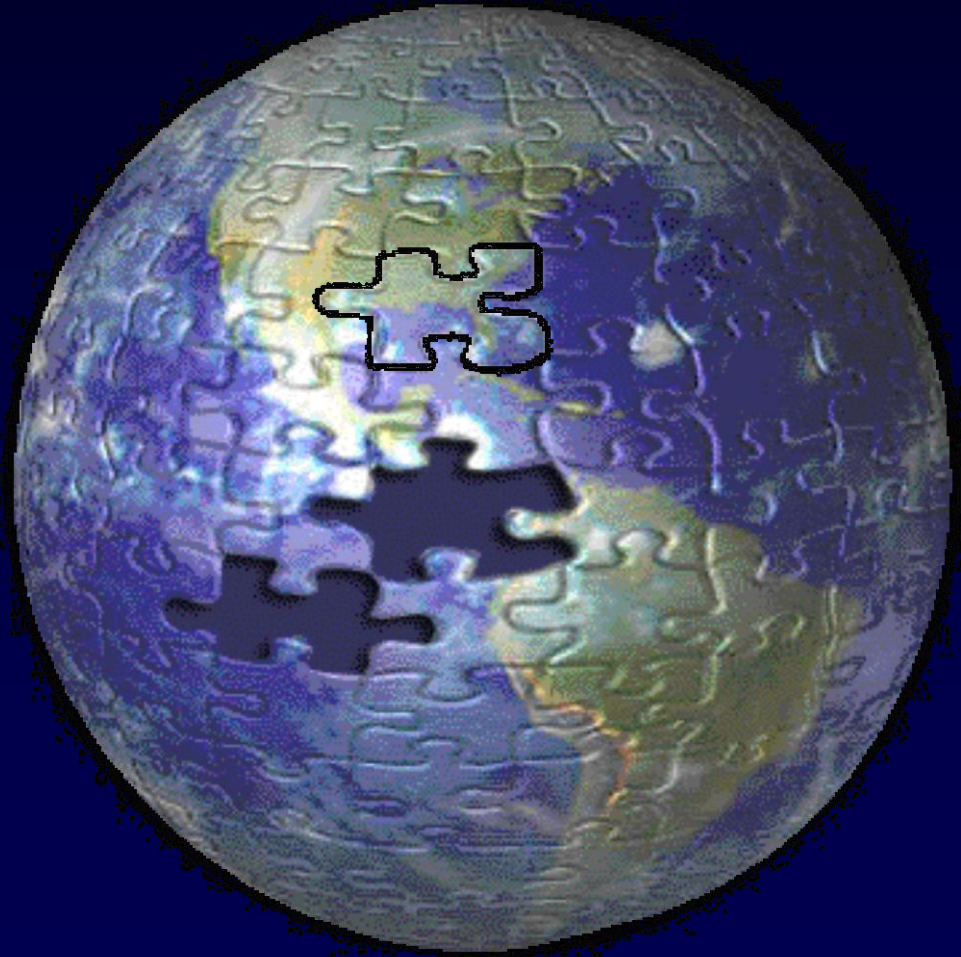
- Arabic, Chinese, Hindi and Urdu, Korean, Persian, Russian languages, and African languages
- 23 Flagship Centers and Programs
- 11 Overseas Flagship Programs
- 3 K-12 Flagship Pipeline Programs

<http://www.thelanguageflagship.org/overview>

Council on Foreign Relations Task Force Report (2013)

- State Department and U.S. intelligence agencies face **critical shortfalls** in the number of foreign language speakers
- Too many Americans are **deficient in global awareness and knowledge** – “essential for understanding America’s allies and its adversaries”
- Adopt and **expand the common core initiative to include** skill sets critical to national security such as STEM and **languages**

Global competence supports our heritage cultures



U.S. Global Heat Map

Asia Society

Longview Foundation

How global is the U.S.?

How do we use that data to plan for the future?

- <http://mappingthenation.net/>

Global

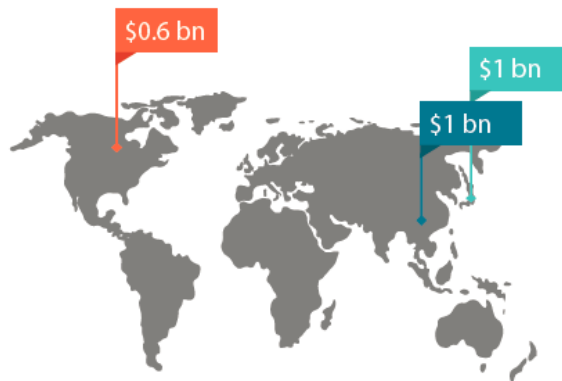
Alaska

How global is Alaska?

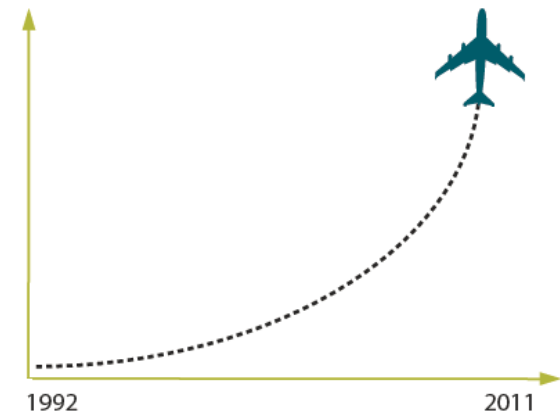
Changing demographics and economic opportunities show we're more global than ever.



16% speak a language other than English at home
Native American languages, Spanish, and Tagalog are most commonly spoken.



10% of state GDP tied to goods exports
China, Japan and Canada are our top export markets.



141% increase in jobs tied to international trade
One out of every five jobs in the state is now related to international trade.



ACTFL

Our Heritage Languages

Languages Spoken at Home

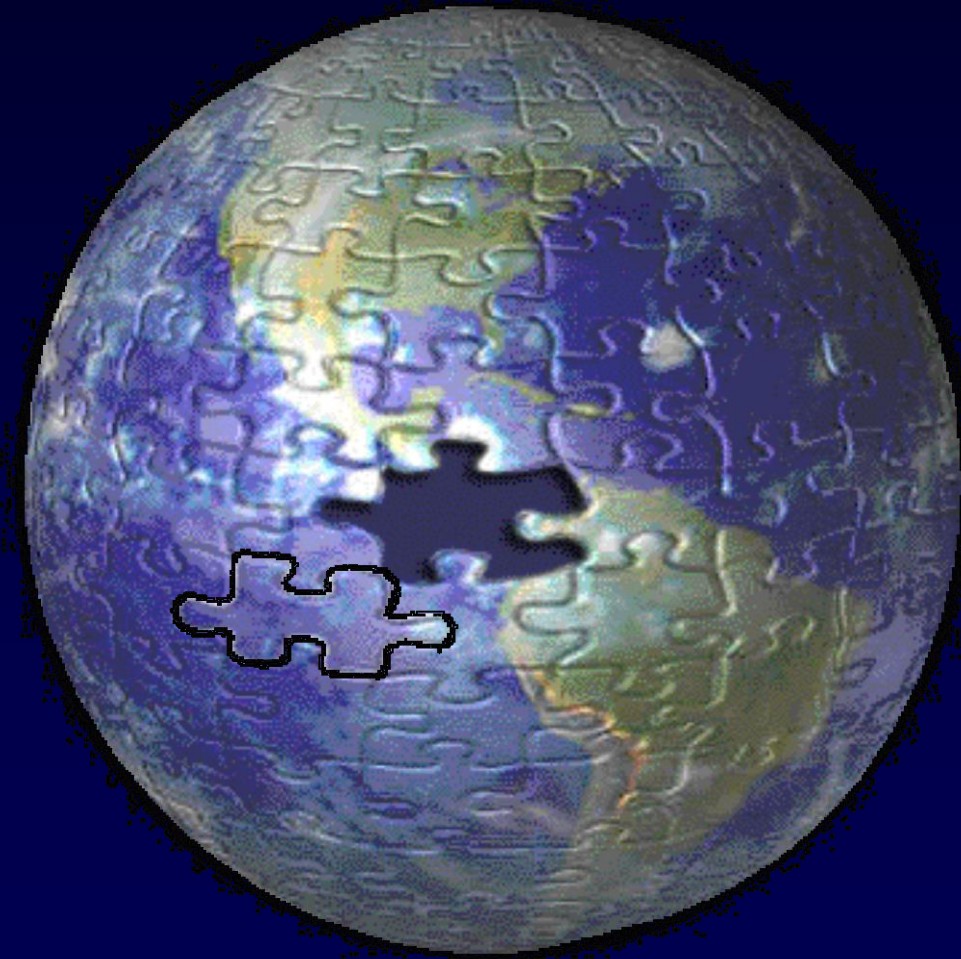
for the Population 5 Years and Over: 2011

- Spanish or Spanish Creole - 37,579,787
- Chinese- 2,882,497
- French (incl. Patois, Cajun) - 2,055,433
- Tagalog - 1,594,413
- Vietnamese – 1,419,539
- Korean – 1,141,277
- German - 1,083,637
- Arabic - 951,699
- Russian – 905,843
- African languages – 884,660

Languages Spoken at Home for the Population 5 Years and Over

	1980	1990	2000	2010	Percentage change 1980–2010
Population 5 years and over	210,247,455	230,445,777	262,375,152	289,215,746	37.6 %
Spoke only English at home	187,187,415	198,600,798	215,423,557	229,673,150	22.7 %
Spoke a language other than English at home	23,060,040	31,844,979	46,951,595	59,542,596	158.2 %

**Global competence adds value through
the impact of language learning
on academic
achievement**



Languages impact academic achievement:

Louisiana students studying languages outperformed those who did not study languages:

- Outperformed on language arts and math, regardless of race , gender, academic level, or socioeconomic status
- Outperformed non-language students on every subtest of Louisiana state assessment

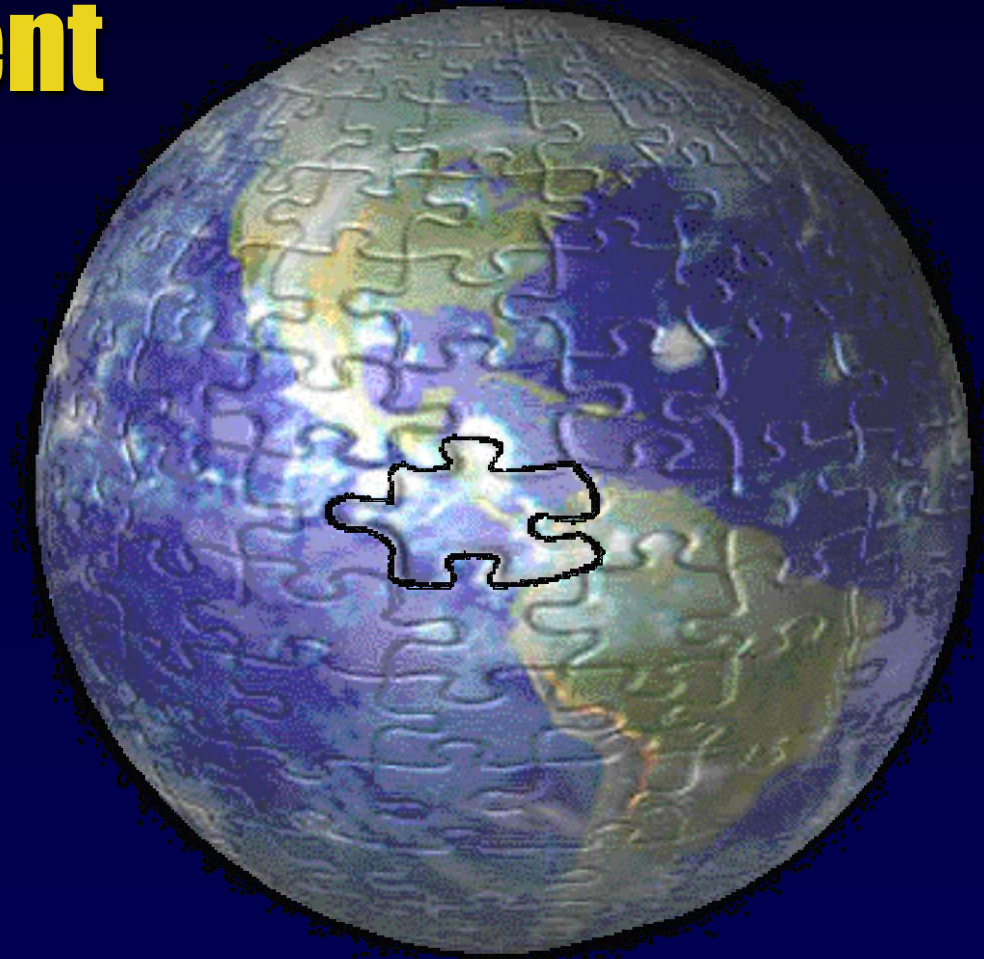
http://www.cal.org/earlylang/benefits/benefits_of_being_bilingual.html

Languages impact academic achievement:

Students studying languages outperformed those who did not study languages:

- Lower socioeconomic students performed just as well
- Four or more years of language study raised SAT scores more than study in any other subject area

Global competence adds value through personal growth and development



Fulbright Seminar: Vietnam and Thailand



Building Bridges – Crossing Borders



What should I teach?

“I’m torn: should I teach my students so they are able to communicate effectively ... or ... should I teach them so they place into a fifth semester college course?”

Pat Fischer (Waunakee Schools, WI)

Advocacy and Effectiveness: The Power of Collaboration

Creating a Multilingual-Multicultural Global Work Force

- **Effective advocates** for language learning
- **Advocates for effectiveness** for teacher evaluation processes and for student learning).

Changing Higher Education Context:

Association of American Colleges & Universities

Liberal Education and America's Promise
(Project LEAP): Common core

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning

www.aacu.org/leap/

Seal of Biliteracy: State Implementation

California: 2011, implemented in 2012; not tied to a specific proficiency level (evidence includes years of study)

New York: 2012; “high level of proficiency in listening, speaking, reading, writing in one or more languages, in addition to English;”

Illinois: Passed in 2013; Intermediate High

Texas: Passed in 2013 as an acknowledgement of outstanding achievement in bilingualism and biliteracy; Intermediate High

Minnesota: State Bilingual and Multilingual Seals; Superior level

New Mexico: Passed in 2014; next is to identify administrative rules for “demonstrated proficiency” (AP, IB, other evidence)

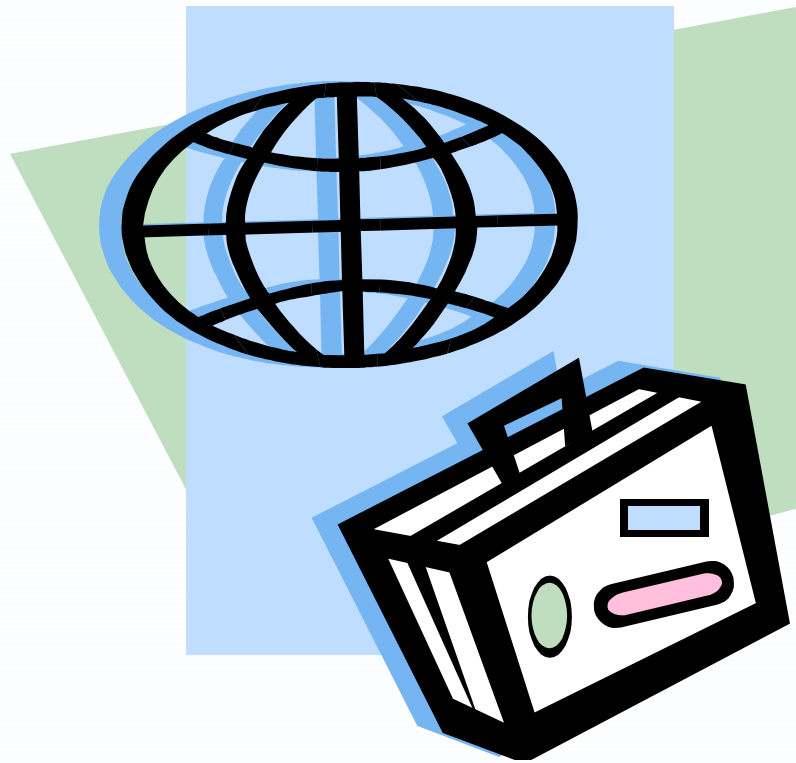
Louisiana: 2014; meet English requirements and Advanced Low

Washington: 2014; determining criteria; Intermediate Mid

Who is studying world languages in your school district?

- ***College-bound students?***
- ***Students achieving high scores on standardized tests?***
- ***All students***
 - ***College-bound***
 - ***Career-focused***
 - ***English language learners***
 - ***Students with special needs***
 - ***Students from diverse socio-economic backgrounds***

What will it take to ensure our students are world-ready?



Collaborate - Language Layering:

- **Native Language**
- **Career Languages**
- **Languages for Global Connections**

Language Layering: Glastonbury CT

- **All students learn Spanish, K-5**
- **Option to start French, Gr. 6**
- **Option to start Russian, Gr. 7**
- **Option to learn Japanese, Latin, Mandarin Chinese, Gr. 9-12**
- **Option to begin French or Spanish, Gr. 9-12**

Language Layering: Proof of impact

Districts in Pennsylvania and Virginia:

- **Students learn one language, K-5**
- **Option to continue that language or switch to another language, grade 6**
- **Students with K-5 language learning were much faster language learners in grade 6 - - even in a different language**

Program Model:

Options for Advanced Levels

- Discover the culture through its media (art, music, film)
- Current issues in the target culture (news and articles to identify key issues in politics, society, generations, economics)
- Unwrapping a culture via literature
- Applying the language in career-related projects

Program Model:

Assessment-Driven Planning

- K-12 German, Japanese, Spanish
- Standards-based curriculum identifies communication goals for each unit of instruction: Interpersonal, Interpretive, and Presentational
- Assessment Portfolio: ongoing collection of evidence

Program Model:

Assessment-Driven Planning

To place first group of 8th grade graduating students:

- Oral and written language samples
- Compared to high school students at end of 1st and 2nd year language courses
- Placed in 3rd year language courses

Program Model:

Assessment-Driven Planning

New High School Curriculum:

- Beginning – Transitional – Intermediate – Advanced
- Most continuing 9th graders - Transitional
- Assessment drives initial placement and movement into next “level”
- May stay in the “level” for 1, 2, 3, or 4 semesters
- Advanced courses are 4th and 5th semester university courses



**When spider webs unite,
they can tie up a lion.**

Ethiopian proverb

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